

environment for fostering creativity, curiosity, original thinking. We are sure that those who practice this kind of learning on a regular basis can easily be capable of acquiring diverse transferable skills to be used in their professional and private lives upon graduation. Moreover, due to its enormous potential, active learning encourages breaking down the intellectual boundaries among disciplines, which leads to an integrated approach to quality education, whose urgency is ever beyond doubt.

EFFECTIVE TECHNIQUES FOR TEACHING ENGLISH

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Among the number of challenges that Ukrainian teachers of English face is a certain difficulty in teaching with both traditional and innovative methods (drama, role-plays, etc). It is explained by the fact that many courses have been created without taking into consideration how the brain works, how thinking occurs and how it can be used to learn the language.

In 2008 the cognitive model on the phases of the knowledge processing was developed by M. Karpenko [1], who defined the interdependence between the neurophysiological mechanisms and the principles of building the curriculum, which should be built on four phases – impressing, memorizing, authorization and initiation.

The first phase called “impressing” allows building the schematic neuronet in the brain and forms the motivation to learning. At this stage we can only give the scheme of the topic we are going to teach. At the second stage a new neuronet is being formed with the help of various exercises, listening and watching films, working with computer programs, etc. The third stage – authorization will edit the neuronet in the brain and at this stage we can start asking students to display the knowledge they got by making presentations, giving talks, reports or participating in the seminars. At the fourth stage the official representation of knowledge is relevant – it is the time for tests and grades [1, c. 167].

In the real classroom we often omit the second and third stages thus making the knowledge unauthorized by the brain. The whole conception brings us to the following questions: how to build the constructions (mind-maps or any other kinds of schemes) so that the revision and recycling of knowledge were meaningful. It can be done if we consider the theory of the basic frames by S.A Zhabotynska [2], which states that the foundations of our information system are structured by the most schematic categories of thought arranged into frames in accordance with the ways we perceive things of the experienced world. They form a network structured by a limited set of iterative propositions (propositional schemas) that belong to the

five basic frames – the Thing, Action, Possession, Identification, and Comparison frames. Such networks create ontologies, which can be later referred to as a basis for revision and formation of critical thinking skills in learners.

In general any English language curriculum can be built according to the following principles:

All vocabulary is compiled into conceptual models, defined as ontologies, that are actually multidimensional “networks-in-the-networks” structures;

On the basis of these models thinking-oriented tasks are developed;

Curriculum development takes into consideration the four phases of learning – impressing, memorizing, authorization and initiation.

Introduction of these principles into English language learning will allow out students to develop higher order thinking skills and use the language more effectively.

References

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2. Жаботинская С. А. Концептуальний аналіз: типи фреймов // Вісник Черкаського університету. – Сер. Філологічні науки. – 1999. – Вип. 11. – С. 12–25.

RHETORIK IST DIE KUNST DER BEREDSAMKEIT

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Der Begriff der Rhetorik leitet sich aus dem altgriechischen „rhētorikē“ ab und bedeutet übersetzt so viel wie „Redekunst“ oder „Kunst der Beredsamkeit“. Erst mit Beherrschung guter Rhetorik ist es möglich, Menschen wirklich von seiner Aussage zu überzeugen und Reden zu halten, denen die Zuhörer gerne zuhören und die Inhalte letztendlich im Gedächtnis behalten. Mit einer starken Rhetorik kann man zudem einen sehr guten Eindruck hinterlassen. Man kann Rhetorik definieren als: Die Kunst wirksam zu reden und zu überzeugen. Sowohl stehend vor Publikum bei einem Vortrag oder Präsentation, man nennt dies monologisch, als auch im Gespräch, Verhandlung, Streitgespräch. Man nennt dies dialogisch.

Rhetorik ist Wissenschaft und Kunstform zugleich. Der wissenschaftliche Teil behandelt die Art und Weise des wirksamen Vortrags und ist vor allem auf die Methoden und Stilmittel einer guten Rede gerichtet. Ihr Hauptaugenmerk liegt auf der Theorie, die auf das Erkennen von Systemen und Strukturen setzt. Die Rhetorik ist aber auch Kunstform, denn eine Rede zu erstellen ist, ähnlich einem Musikstück, ein kreativer Akt. Dasselbe betrifft auch die Darbietung vor Publikum, wo rhetorisches Talent, Präsenz und Charisma für das Endergebnis eine große Rolle spielen. Die Kunst der Rhetorik liegt darin, eine Botschaft so beeindruckend rüberzubringen, dass die Adressaten von der vermittelten Meinung